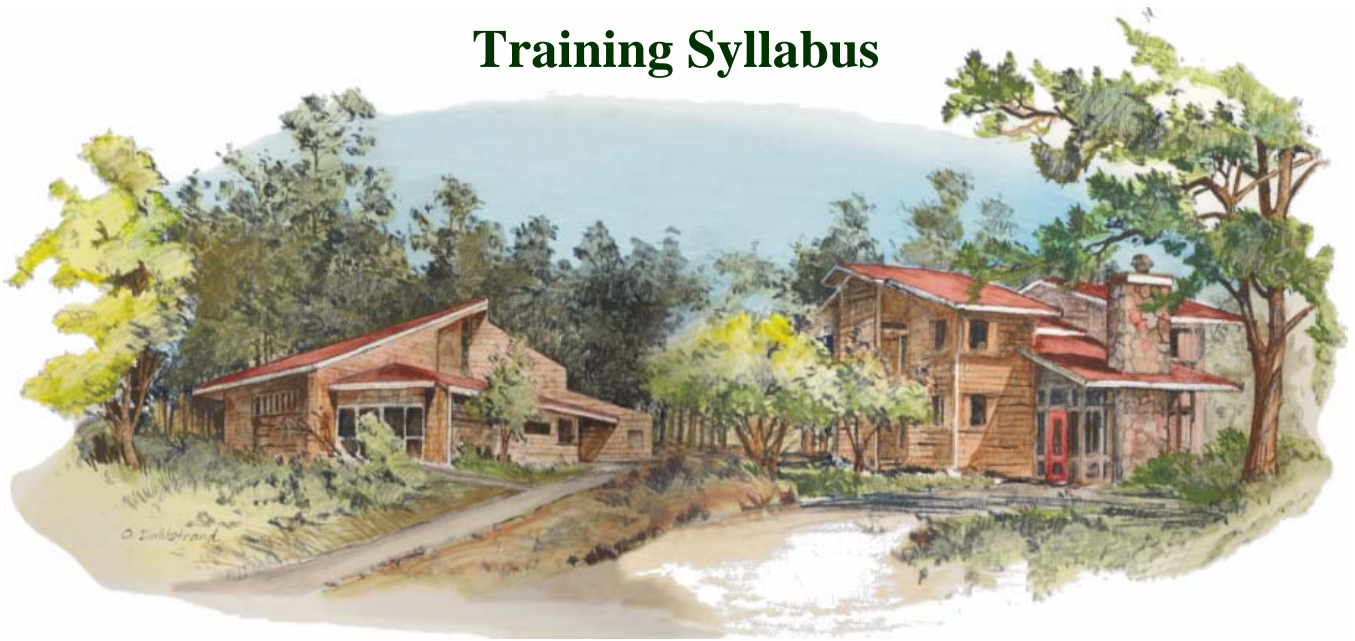


# ADVANCED PARK MANAGEMENT

March 12-16, 2007

Training Syllabus



William Penn Mott Jr. Training Center



# Memorandum

**Date:** February 23, 2007  
**To:** Supervisor  
**From:** **Department of Parks and Recreation**  
William Penn Mott Jr. Training Center  
**Subject:** Employee Attendance at Formal Training  
Advanced Park Management

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

## Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

## Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

## Prior to Three Months Following Training

1. Employee after discussion with the supervisor login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Michael Green  
Department Training Officer (Acting)

Attachment

cc: Participant

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### ***Mission Statement Training Office***

***The mission of the Training Office is to improve  
organizational and individual performance through  
consulting, collaboration, training and development.***

## TRAINING CENTER STAFF

Michael Green .....	Department Training Officer (Acting)
Joanne Danielson .....	Academy Coordinator
Charles Combs .....	Training Specialist
Dave Galanti .....	Training Specialist
Sara Skinner .....	Training Specialist
Michelle Gardner .....	Cadet Training Officer
Connie Breakfield .....	Cadet Training Officer
Pat Bost .....	Assistant Program Coordinator
Pamela Yaeger .....	Assistant Program Coordinator
Edith Alhambra .....	Assistant Program Coordinator
Bill Spencer.....	Assistant Program Coordinator
Summer Kincaid .....	Assistant Program Coordinator
Brian Petersen .....	Program Assistant

## THE MISSION

*of the California Department of Parks and Recreation is to provide for the health, inspiration and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.*



## FORMAL TRAINING GUIDELINES

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Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center and, most recently, the Two Rivers Training Facility in Sacramento. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). You should print a copy of the syllabus to bring with you to class. Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments (other than reading) which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)
3. **TRAVEL:** Arrange your travel to and from Sacramento through your District or Office. (No reimbursement for travel expense - including per diem costs - will be approved for travel not specifically authorized in advance by the District

Superintendent.) Individuals are entitled to claim the Incidental Allowance as outlined in DAM 0410.5.

4. **HOUSING:** Register at the Lions Gate Hotel and Conference Center between 4:00 p.m. and 11:00 p.m. on Monday, March 12, 2007. Housing will be assigned to you from a pre-arranged list. Housing will be available from 4:00 p.m. on the date of arrival to 11:00 a.m. on Friday, March 16, 2007. No per diem allowance for lodging will be authorized. This does not preclude staying someplace else at your own expense. Please advise the Training Coordinator, Joanne Danielson at 831-649-2959, [jdanielson.parks.ca.gov](mailto:jdanielson.parks.ca.gov), no later than two weeks before your scheduled arrival if you plan to stay at a different location. No animals are permitted. In the event of an emergency staff must know your room assignment, therefore, you may not switch rooms without staff approval. Quiet hours are from 10:00 p.m. – 6:00 a.m.
5. **MEALS:** You will be responsible for all meals and reimbursed at the state rate after submitting a Travel Expense Claim (STD 262) to the Mott Training Center.
6. **CLOTHING:** Uniforms are not required for this program. (Special clothing requirements for your program are described in "Program Attendance Checklist" section.)

Because we are staying at a very popular private conference facility with other groups, and the image that we project as park professionals can have a lasting impact on the public, your attire should be appropriate during off duty hours.

7. **REGISTRATION:** When you arrive at the Lions Gate Hotel and Conference Center, go directly to the Conference in the Club Ballroom "B" of the main Registration Building. Register for your room after Monday's session. Rooms are equipped with a telephone, you may be asked for a personal charge card to secure payment for toll calls or services.
8. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced state park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
9. **TRAINING CENTER STAFF:** A Training Center staff member has been assigned responsibility for your training group as well as for your training program. During the program, you may be asked to assist Training Center staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Center staff will do all within their power to make your training experience pleasant and meaningful.

10. COLLEGE CREDIT: Most Training Center programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.
12. FAX: The Training Center's FAX number is 831-649-2824.
13. TRAINING LOCATION: Training will be conducted at the Lions Gate Hotel and Conference Center, 3410 Westover Street, McClellan, California 95652. Please refer to the location map and directions on the last page of this syllabus.

## **PROGRAM ATTENDANCE CHECKLIST**

To assist you in preparation for your formal training session at the Lions Gate Hotel and Conference Center the following checklist is provided:

1. Read and understand the Advanced Park Management syllabus prior to your arrival.
2. Complete the pre-training assignment below
3. Bring the following to training:
  - ☐ Training syllabus
  - ☐ All of the background and research data you will need to complete the “in class” assignment mentioned in the pre-training assignment
  - ☐ Uniforms are not required - appropriate business attire should be worn
  - ☐ Coffee cup

## **PRE-TRAINING ASSIGNMENT**

Be prepared to discuss, write a paper or make a detailed presentation on one of the top three issues that you are dealing with in your unit or sector. You should bring with you all the background information you will need to illustrate the history of the problem, what has been done so far to try to take care of the problem, what options might be best for the present and future situation, and the potential outcomes of the options you propose. If you need statistical data, historical data, law or regulation information, District policy, departmental notices, or any other type of research information that pertains to your issue, acquire it before the class and bring it with you to use in your presentation.

## **POST-TRAINING ASSIGNMENT**

Ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed). Once you login to the ETMS, you will need to fill out the evaluation form before you will be able to do anything else.

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has on training.



**CALIFORNIA STATE PARKS  
ADVANCED PARK MANAGEMENT TRAINING**

Supervisors – Leading for Quality, Results and Service

**AGENDA**

**Monday  
March 12**

1245-1259	Arrive at Lyon's Hotel and Conference Center 3410 Westover Street McClellan, CA 95652	Participants
1300-1350	Course Introduction	Sturm
1400-1450	DC Expectations, Mission, Vision, and Values	Division Chiefs
1500-1550	Success Analysis Factors and Expectations: Decisions and Outputs	Sturm
1600-1630	SAFE Presentations: Expectations, Mission, Vision, and Values	Sturm
1630-1715	Your Leadership Role	Division Chiefs
1715-1730	Recap, Questions, Barriers to Learning	Sturm
1731-1859	<i>Dinner (on your own)</i>	All
1900-2000	Group Discussions	Group Leaders
2000-2030	Participants Report Back	Sturm

**Tuesday  
March 13**

0800-0850	SAFE Presentations: Your Leadership Role	Sturm
0900-0950	Value Your Written Work	TBA
1000-1055	Director Coleman	Director Coleman

**CALIFORNIA STATE PARKS  
ADVANCED PARK MANAGEMENT TRAINING**

Supervisors – Leading for Quality, Results and Service

**AGENDA**

**Tuesday  
March 13**

1100-1130	SAFE Presentations: Director's Talk and Written Work	Price
1130-1200	Q & A with Division Chiefs	Division Chiefs
1200-1300	<i>Lunch (on your own)</i>	
1300-1350	Business Communications and Homework	Sturm
1400-1450	Interpretation	Green
1500-1550	Interview Techniques: Part I	Sturm
1600-1650	Performance Evaluation	Sturm
1700-1730	Recap, Questions, Barriers to Learning	Price

**Wednesday  
March 14**

0755-0800	Collect Written Homework	Sturm
0800-0850	SAFE Presentation: Interpretation	Danielson
0900-0950	Natural and Cultural Resources	Division Chiefs
1000-1050	SAFE Presentations: N & C Resources	Price
1100-1150	Conflict Resolution	Sturm
1150-1300	<i>Lunch (on your own)</i>	
1300-1350	Facilities	TBA
1400-1450	SAFE Presentations: Facilities	Price
1500-1550	Meetings, Challenges, Tips, and Tools	Sturm

# CALIFORNIA STATE PARKS ADVANCED PARK MANAGEMENT TRAINING

Supervisors – Leading for Quality, Results and Service

## AGENDA

### **Wednesday**

#### **March 14**

1600-1650	Interview Skills: Part II	Sturm
1700-1730	Recap, Questions, Barriers to Learning	Danielson

### **Thursday**

#### **March 15**

0800-0850	OHV Division	Jenkins
0900-0930	SAFE Presentations: OHV	Danielson
0930-0950	Decision Making: How Do I . . .	Division Chiefs
1000-1150	COOP and COG Activity	Price
1150-1300	<i>Lunch (on your own)</i>	
1300-1350	Evaluate and Report – Topic	Division Chiefs
1400-1450	Evaluate and Report – Topic	Division Chiefs
1500-1550	Public Safety	Division Chiefs
1600-1650	SAFE Presentation: Public Safety	Price
1700-1730	Barriers to Learning	Danielson

### **Friday**

#### **March 16**

0830-0920	Your Role with Department's Mission, Vision, and Values; <b>Final Exam</b>	TBA
0930-1020	List of New Skills, Knowledge and Abilities	Danielson
1030-1100	Review	Price

**CALIFORNIA STATE PARKS  
ADVANCED PARK MANAGEMENT TRAINING**

Supervisors – Leading for Quality, Results and Service

**AGENDA**

**Friday**

**March 16**

1100-1130	Participant Evaluation	Danielson
1130-	Done - - Safely Return to Work	Participants

## **ADVANCED PARK MANAGEMENT**

<b><u>Program Outline</u></b>	<b><u>Hours</u></b>
Program Administration.....	1.0
Orientation.....	1.0
Evaluation/Review.....	2.0
Leadership Role and Responsibilities .....	3.0
Department Mission, Vision, Values.....	3.0
Core Program Areas .....	8.0
Value of Written Work/Standardized Written Communication Format.....	3.0
Emergency Planning .....	2.0
Promotional Preparation/Interview Techniques.....	3.0
Employee Evaluations/Mentoring and Motivating.....	3.0
Decision Making .....	3.0
Effective Oral Presentations (Media, Meetings) .....	4.0
<b>Total Hours .....</b>	<b>36.0</b>

## **ADVANCED PARK MANAGEMENT**

### **Program Goal**

Tomorrow's park operations manager, regardless of classification, must have new skills, abilities, and knowledge to succeed in a demanding and evolving work environment.

Tomorrow's park operations manager must be a leader that balances traditional park values with today's trends and future technologies.

Tomorrow's park operations manager must be grounded in scientific inquiry, embrace continuous improvement principals, apply critical thinking skills, deliver outstanding written and oral communications, use data management theories, benchmark against best practices thinking, accurately analyze situations for risk and policy concerns, work within and between collaborative teams, and be familiar with the doctrine of completed staff work.

This class is designed to prepare you to meet the challenges of effective delivery of services in the five core areas, while working to achieve our Department's mission. The class will provide practical experience and challenge you regarding the changing constraints of policy, politics, budget, personnel, and administrative processes.

### **ORIENTATION AND INTRODUCTION**

Learning Goal: To provide an overview of the course objectives, the schedule of activities that are planned and to set the ground rules for how we will achieve the goals we have set.

Performance Objectives: By the close of the session

1. Students will discuss the course content and review the expectations set forth for the week.
2. Students will express the importance of this training program.

### **EVALUATION/REVIEW**

Learning Goal: To provide an opportunity for students to relate the material presented to their own working environment through exercises, practice, case studies and projects.

Performance Objectives: By the close of the session

1. Students will have a chance to discuss the material by reviewing case studies after each presentation.
2. Students will make recommendations for resolutions to the problems mentioned in the case studies that relate to the material presented.

### **LEADERSHIP ROLE AND RESPONSIBILITIES/DEPARTMENT MISSION, VISION, VALUES**

Learning Goal: To provide students with a clear set of expectations regarding their leadership role as it relates to the Department's mission, values and plans for the future.

Performance Objectives: By the close of the session

1. Students will recognize the importance of their leadership role as they model the Department's values and mission for their employees, to their peers, and to the rest of the community that they serve.
2. Students will discuss what leadership characteristics are important.
3. Students will present their small group findings on supervisory leadership and responsibilities as it relates to their current duties.

### **CORE PROGRAM AREAS**

Learning Goal: Students will identify and discuss the Department's five core program areas, identify core program issues, demonstrate how to find core program information and how the Department's manuals define and interpret these core program areas.

Performance Objectives: By the close of the session

1. Students will participate in small group discussions about each of the five core program areas.
2. Students will identify ways to illustrate the importance of the core program areas to their staff.
3. Students will demonstrate how to find information about the five core program areas (share drive/internet).
4. Students will recognize those areas of the Department Operations Manual and Administrative Manual that relate to the core program areas, and the supervisory responsibilities they have for the five core program areas in their sector or District.

## **VALUE OF WRITTEN WORK/STANDARDIZED WRITTEN COMMUNICATION FORMAT**

Learning Goal: Students will learn the correct grammar, punctuation, format and phrases to use when corresponding with the public, allied agencies and headquarters staff.

Performance Objectives: By the close of the session

1. Students will write issue papers using the correct format, including the correct information (research), including possible impacts of each decision proposed in the issue paper.
2. Students will learn the correct terms and phrases to use when writing letters of response for the District and Sector Superintendent.
3. Students will recognize the correct grammar and spelling, practice proofreading, and transfer this training to their staff after returning to their Districts.

## **EMERGENCY PLANNING**

Learning Goal: Students will learn how to effectively plan for and manage their areas of responsibility during and after a major incident or disaster.

Performance Objectives: By the close of the session

1. Students will identify their role and responsibility within their units during major catastrophic events.
2. Students will discuss how to plan for major events so that essential services are maintained during and after a major event.

## **PROMOTIONAL PREPARATION/INTERVIEW TECHNIQUES**

Learning Goal: Students will identify what criteria is used in the promotional examination scoring process. They will find out where that information is stored, how to access it and how to express their own experience and knowledge in the promotional interview.

Performance Objectives: By the close of the session

1. Students will list information about the types of questions asked in the promotional exam process.



2. Students will evaluate their own interview preparation practices and determine how best to improve it.
3. Students will recognize the types of “superior” responses that are expected to be given in a promotional interview, and how to best illustrate their own strengths and abilities in an interview.

## **EMPLOYEE EVALUATIONS/MENTORING AND MOTIVATING**

Learning Goal: Students will discuss the importance of completing staff evaluations in a timely manner. They will illustrate the importance of using evaluations to highlight strengths and weaknesses of employees, and to motivate employees to improve their performance.

Performance Objectives: By the close of the session

1. Students will discuss the Department standards for employee evaluations.
2. Students will discuss the barriers to completing timely employee evaluations and how to overcome those barriers.
3. Students will discuss the importance of holding staff accountable to the duties they are assigned to complete and to the standard of quality/quantity of work that they are expected to complete.
4. Students will describe ways to motivate staff to improve in the areas where improvement is needed, and to mentor staff to become tomorrow’s leaders.

## **DECISION MAKING**

Learning Goal: Students recognize the filters used in our Department to make a good decision, then apply that knowledge by demonstrating sound decision making principles.

Performance Objectives: By the close of the session

1. Students will recite the guiding principles used to make management decisions.
2. Students will discuss issues in their own work sites where these principles have been applied or could be applied.
3. Students will be given case studies as a project to apply decision making principles.

4. Students will present their findings in the case studies they have been given. They will explain their decision making process, the filters they used and the way they arrived at the decisions they made regarding the case studies.

### **EFFECTIVE ORAL PRESENTATIONS (MEDIA, MEETINGS)**

Learning Goal: Students will show their understanding of the correct oral presentation format by giving impromptu speeches.

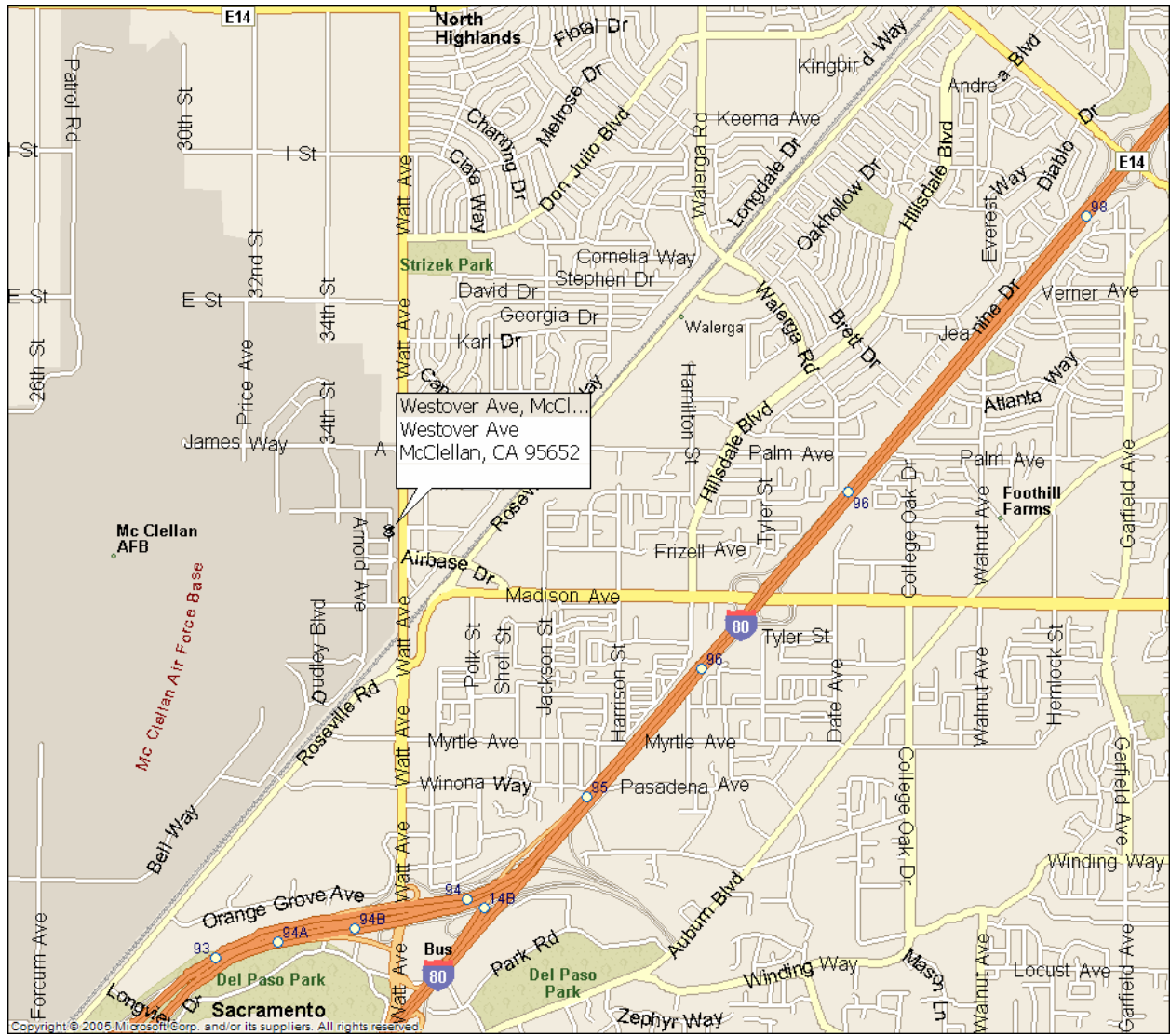
Performance Objectives: By the close of the session

1. Students will prepare presentations based on the format given for oral presentations.
2. Students will identify the importance of making a positive impression when giving an oral presentation to the media, community or to headquarters staff.
3. Students will demonstrate their knowledge of the essential information to be communicated when given a topic to present.

## VICINITY MAP



## LOCATION MAP



LIONS GATE MAP

